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Embracing Interactive Technology to Teach Didactic Year Physician Assistant Students [Conference Proceedings Excerpt]

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Keck School of Medicine of USC

Innovations in Medical Education

Transforming Health Professions
Education through Innovation



Friday and Saturday, February 14 and 15, 2020

Hilton San Gabriel
225 West Valley Boulevard
San Gabriel, California, CA 91776



Presented by: Department of Medical Education
and USC Office of Continuing Medical Education

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Embracing Interactive Technology to Teach Didactic Year Physician Assistant Students

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Idea: Integrate adaptive technology into Anatomy curriculum.

Need: Physician assistant departments do not have the extensive resources and instruction time to teach anatomy like medical schools. With faster computers and large data storage on the cloud, interactive technology has become quite useful and affordable. Interactive technology is algorithm-based systems that take advantage of advanced mathematical formulas and machine learning concepts to adapt specifically to individual learners. At its core, such systems are intended to identify what a student does and doesn't understand, identify and provide content that will help the student learn it, assess again, help again, etc., until some defined learning goal is achieved. One of its greatest potentials is to target instruction at just above the student's ability level (to challenge but not discourage the student) and at the student's specific content needs. A recent study concluded that some adaptive systems were nearly as effective as one-on-one human tutoring.

Methods: Access to the LearnSmart interactive technology will be made available to didactic physician assistant students in the Anatomy course. Lectures using the technology will be given as well as class and after class assignments using the technology.

Evaluation Plan: At the end of the course, didactic presentations will be evaluated through review of the student's responses about the course structure and curriculum. Presence of comments/recommendations about the course and usage of interactive online technologies will be reviewed in written feedback from the course. A PA student's survey at the end of the course after implementation will assess perceptions about the effectiveness and learning outcomes from using interactive online tools. End of course student evaluations about course content will be monitored for depth of reflection and for effectiveness of teaching. Student performance will be evaluated against the other cohorts.

Potential Impact: Interactive technology will assist the learner and will provide effective and affordable tools to utilize to improve learning outcomes. Examples are cadaver labs, histology and CT scan, and X-ray imaging labs providing the means to conduct labs without tying up resources.

References:

- 1) Garg, Geoff Norman, Lawrence Spero, Ian Taylor, A. (1999). Learning anatomy: do new computer models improve spatial understanding? *Medical Teacher*, 21(5), 519-522.
- 2) Bertheussen, B. A., & Myrland, Ø. (2016). Relation between academic performance and students' engagement in digital learning activities. *Journal of Education for Business*, 91(3), 125-131.
- 3) Sun, Q., Norman, T. J., & Abdourazakou, Y. (2018). Perceived value of interactive digital textbook and adaptive learning: Implications on student learning effectiveness. *Journal of Education for Business*, 93(7), 323-331.

interests include orthopedic biomaterials for joint replacement, biological materials for the repair of osteochondral defects, and prevention of high-risk and diabetic foot complications. Dr. Kawalec coordinates and teaches the Principles of Medical Research course and delivers lectures on the principles of biomaterials for the Introduction to Podiatric Surgery course. Recently, Dr. Kawalec began incorporating innovative teaching methodology into her Principles of Medical Research course, in order to improve student learning and retention of the material. She has become passionate about the scholarship of teaching and learning and has been accepted into the prestigious Kent State University Teaching Scholars program for the 2019-2020 academic year.

Khashimova, Zilola, MD, MBA

Dr. Zilola Khashimova is a medical doctor specializing in Obstetrics-Gynecology and Laparoscopic Surgery with additional experience in Family Medicine. She began the PhD program with research at the Department of Obstetrics-Gynecology. Dr. Khashimova received her MBA from Francis Marion University, was a member of the Beta Gamma Sigma honor society and is certified as a Strategic Planner. She has taught medical students and residents for over 15 years as a part of teaching hospital and Physician Assistant students for the last 5 years at Francis Marion University, and now at Dominican University of California. Dr. Khashimova has also authored several peer-reviewed publications in medical journals and has consistently been a top performer throughout her medical training. She has experience presenting at conferences, trainings, and seminars, and is certified in Hospital Administration, Ovarian Failure, Oncology, and Ultrasound Diagnostics. Dr. Khashimova was awarded the distinction of Honorary Faculty Fellow at Dominican. She is a member of the South Carolina Ob/Gyn Society, the European Society of Gynecology (ESG), the Physician Assistant Education Association (PAEA), and the European Women's Management Development International Network (EWMD).

Kim, Gina, MD, MPH

Dr. Kim is a Pediatric Intensivist at Los Angeles County + USC. She received her BA in Computer Science from Wellesley College and worked as a software developer before she decided to pursue medicine. She attended the dual-degree MD/MPH Program at University of Texas Health Science Center at San Antonio where she also completed her residency. During her critical care fellowship at Children's Hospital Los Angeles, she rediscovered her excitement for quality improvement and research. As the Co-Director of Scholarly Activity for the LAC+USC Pediatric Residency Program, she helps develop curriculum and mentors resident projects.

Kim, Innie, MD, MPH

Dr. Kim is a California native who received her BA in Mass Communication Studies at UCLA with initial career plans to work in the entertainment industry. After much soul searching, she decided to pursue medicine, which she felt was more of a calling than a career. She received her MD/MPH at The University of Iowa and is currently a second-year resident at Emanate Health Family Medicine Residency Program, formerly known as CVHP. Part of Dr. Kim's journey as a young physician dedicated to improving mental health and addiction services for her patients includes her own struggles with depression and addiction. With the support of her friends, family, and compassionate psychiatrists and counselors, she has learned to live successfully with depression and overcome her issues with substance abuse. She has used this humbling experience as an opportunity to help others who feel alone, ashamed, and reluctant to seek help. During medical school she founded the Carver College of Medicine chapter of NAMI, specifically geared toward normalizing and destigmatizing mental illness in medical professionals. In her free time Dr. Kim enjoys spending time with her loved ones, watching stand-up comedy, traveling, playing with her two min pins, listening to music, dancing, and doing yoga.

Kim, Rory, PharmD, MACM

Dr. Rory E. Kim is an Assistant Professor of Clinical Pharmacy at the University of Southern California School of Pharmacy and a Board-Certified Ambulatory Care Pharmacist. She also holds a master's degree in Academic Medicine from the Keck School of Medicine. After receiving her Doctorate in Pharmacy from the University of Kansas, School of Pharmacy, Dr. Kim completed a PGY1 Pharmacy Practice-Ambulatory Care residency and a Fellowship in Ambulatory Care and Academia. She then